DOCUMENT RESUME

ED 102 503 CS 001 609

TITLE Title II Reading Projects Emphasize Reading in the Content Fields; ESEA Title II and The Right to Read Notable Reading Projects No. 7.
INSTITUTION Office of Education (DHEW), Washington, D.C.
PUB DATE Mar 72
NOTE 15p.

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS *Content Reading; Elementary Secondary Education; *Models; Reading Instruction; *Reading Programs; Study Skills; Vocabulary Development
IDENTIFIERS Elementary Secondary Education Act Title II; ESEA Title II; *Right to Read

ABSTRACT

Formal reading instruction occurs not only in elementary school reading classes but also in science and social studies classes, and continues into the junior and senior high school where content-related reading , study skills, and vocabulary are taught by subject. The 21 reading projects summarized in this report emphasize reading in the content fields. For each project, the title, the objectives, a brief description, the number of pupils served, the amount of funding, an evaluation, and the name and address of the project director are provided. (TO)

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ED102503

DHEW Publication No. (OE) 72-123

ESEA TITLE II and The Right To Read

NOTABLE READING PROJECTS
MARCH 1972
No. 7

Title II Reading Projects Emphasize Reading in the Content Fields

A number of the notable reading projects described in the seven reports on title II's contribution to reading development have stressed a well-balanced program that extends the teaching of reading into all elementary and secondary school subjects. Thus, formal reading instruction occurs not only in elementary school reading classes but in science and social studies classes as well and continues into the junior and senior high school where content-related reading, study skills, and vocabulary are taught by subject.

In New Mexico, for example, teachers in some secondary schools have become so thoroughly involved in helping students learn to read, write, and think that they are inventing short-term minicourses in their own fields of interest to provide solutions to teaching and learning problems. Teachers have the chance to blend reading experiences with their own specialties—art, music, science, sports, and so forth. For students interested in science, reading revolves around lives of famous scientists, classics of science literature, and learning to use practical scientific manuals. For a humanities course, students may study the poetry in current popular songs. In a course called Reading in Sports, students select such reading material as novels and biographies, short stories, newspaper columns, and essays. Among the advantages of the minicourses are opportunities for teachers to use materials they are enthusiastic about and for students of various abilities and ages to group themselves by interest.

Following the minicourse plan, two secondary schools in Albuquerque, N. Mex., use four 9-week units on the contemporary political, literary, and cultural topics to give students the foundation and perspective for understanding and evaluating social issues. The intent is to teach and stimulate critical and analytical thinking by using provocative reading, listening, and viewing material in a setting that encourages discussion.

An idea somewhat similar to the minicourses has developed in two elementary schools in Natick, Mass. Forty fourth- and fifth-grade pupils who need help in reading have been placed in a 20-week program where they engage in topic-centered study activities. Each unit lasts 2 to 3 weeks. Topics include vanishing wildlife; folk and fairy tales; insects; cars, racing, and motorcycles; and monsters. Students work at individual rates, forming groups as they like and staying with one topic as long as they wish. The project's intent is to accelerate the child's natural curiosity by allowing him to work independently with a rich collection of multimedia materials.

Other content-related reading interests featured in several projects include career education and use of original source materials in social studies. Although career education is normally considered a secondary school or postsecondary school concern, it has become a natural component of elementary school reading programs. Even in the primary grades, learning about

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careers is combined with building social studies concepts and practice of reading skills. Children read about such diverse occupations as the skilled trades, science careers, and jobs in the computer industry to develop reading competencies as well as social and vocational awareness.

History teachers in junior and senior high schools are assigning reading of primary source materials such as diaries, journals, letters, autobiographies, newspapers, and official documents. These materials permit students to learn about and to interpret history from the actual records rather than from textbook summaries. In addition, critical thinking and reading skills are employed by the students as they read, question, evaluate, and synthesize the raw materials of history.

Other interesting information about reading in the content fields is available in the 21 reading projects summarized in this seventh report. The project descriptions were supplied by ESEA title II coordinators and reading and media consultants in the State departments of education of Alabama, Indiana, Maryland, Massachusetts, Nebraska, New Mexico, Rhode Island, and Wisconsin. Reports on other reading projects funded under title II may be submitted to Dr. Milbrey L. Jones, Bureau of Libraries and Educational Technology, U.S. Office of Education, Washington, D.C. 20202.

ESEA Title II

Instant Précis - Reading Projects

Title: SPECIAL PROJECT, McCURDY PUBLIC SCHOOLS AND ALCADE MISSION SCHOOL, ESPANOLA, N. MEX.

Objectives: To strengthen reading skills of pupils and improve self-confidence in ability to achieve in elementary and secondary school subjects

Project: A comprehensive reading program is being installed for 300 pupils in grades 7-12 in the public and private schools of this community. Seventh- and eighth-grade pupils will concentrate on improving reading speed and comprehension. Older pupils will select from a variety of minicourses concerned with reading and communication. The minicourses are tailored to suit individual needs. The approaches used in the minicourses include art and dramatics activities related to reading, filmmaking, and many opportunities to browse in a collection of books and popular magazines chosen for their appeal to young people. Methods and procedures start with the interests and skills the pupil has, helping pupils achieve a number of small successes, then building on these successes to increased skill in reading and an interest in books, magazines, and newspapers.

Number of pupils served: 300 public and private elementary and secondary school pupils

Amount and type of title II grant: Special-purpose grant, $12,600

Evaluation: Pretesting and posttesting using a variety of reading tests including the California Reading Test; subjective evaluation by teachers and parents.

Further information: Mr. David Burgitt, Principal, Junior and Senior High School, P.O. Box 127, Espanola, N. Mex. 87532; telephone 505-753-7221

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Title: STOP, LOOK, LISTEN—AND READ, COLE ELEMENTARY SCHOOL AND MURPHY ELEMENTARY SCHOOL, NATICK, MASS.

Objective: To motivate children to read by systematic efforts to broaden their interests

Project: In place of three of the five regularly scheduled reading periods each week, 40 fourth- and fifth-grade pupils who show a developmental lag between actual and potential reading achievement have been placed in a special program. For 20 weeks, these students will engage in topic-centered multimedia activities, each unit lasting 2 to 3 weeks. Topics include vanishing wildlife; folk and fairy tales; insects; cars, racing, and motorcycles; and monsters. Students will work at individual rates, forming groups as they like, and staying with one topic as long as they wish. Activities include creation of original multimedia presentations; storytelling; fieldtrips; art and dramatics activities. The project is intended to accelerate the child's natural curiosity by allowing him to work independently with a rich collection of resource material.

Number of pupils served: 40 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $3,000

Evaluation: Pretesting and posttesting; library circulation records; student notebooks

Further information: Mrs. Mary L. Duffy, Principal, Cole Elementary School, Boden Lane, Natick, Mass. 01760; and Mr. Frank W. Etter, Jr., Murphy Elementary School, North Main St., Natick, Mass. 01760

Title: LAUREL ELEMENTARY SCHOOL, PRINCE GEORGES COUNTY SCHOOLS, LAUREL, MD.

Objective: To motivate interest in reading and learning through making accessible a varied collection of media

Project: This school faculty is attempting to develop reading ability and enthusiasm through a good learning atmosphere in the school media center and in classrooms. Books, magazines, films, and other media are freely available for pupils and teachers to read, use, and talk about. All pupils are encouraged to talk about what they read and learn and to learn about things that interest them. School faculty are quick to look for situations that lead to reading interest—snakes, making fudge, Indians. Such simple interests are natural occasions for developing the reading habit. Television programs, trips, and other ordinary experiences are also used to spark new interest. Stimulating initial interest and providing the means of development is a way of life at Laurel Elementary School. A knowledgeable principal and enthusiastic faculty are crucial elements in this program.

Number of pupils served: 282 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $5,000

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Other Federal program assistance:	Integrated with ESEA title I language-experience program
Evaluation:	Analysis of achievement scores; subjective judgment of changes in motivation and attitude
Further information:	Mr. John W. O'Donnell, Principal, Laurel Elementary School, Fifth and Montgomery Sts., Laurel, Md. 20810

Title:	INDIVIDUALIZED READING PROGRAM, MORGAN L. MARTIN SCHOOL, GREEN BAY, WIS.
Objective:	To develop a framework for individualized instruction in the reading skills
Project:	Reading instruction in this individualized program is broken into task units or various skill groups for study skills and the reading and literature curriculum. Students perform task units through individual study, use of materials, or group work, getting assistance from teachers when needed. Study skills punch cards are used to note successful performance of the various tasks. The individualized program encourages children to read widely, along the lines of their own interests using any books they wish. Skills are taught during individual teacher conferences with each child as they encounter difficulties, and during pupil sharing of ideas about what they are reading.
Number of pupils served:	654 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $14,000
Evaluation:	Assessment by teachers and standardized tests
Further information:	Mr. John Sewell, Director of Federal Projects, Green Bay Public Schools, 100 N. Jefferson St., Green Bay, Wis. 54301; telephone 414-432-0351. Mr. Kenneth Kramer, Project Director, Morgan L. Martin School, 626 Pinehurst Dr., Green Bay, Wis. 54302; telephone 414-432-0351

Title:	ARMIJO ELEMENTARY SCHOOL, ALBUQUERQUE PUBLIC SCHOOLS, ALBUQUERQUE, N. MEX.
Objective:	To motivate interest in reading
Project:	A community reading room, adjacent to this elementary school, has been established to encourage parents in the community to read more and thereby provide models for their children. The reading room is open from 10 a.m. to 9 p.m., 7 days a week, and staffed by community volunteers. Tutoring service is available for adults and children who need it. It is hoped that the availability of attractive reading materials in a comfortable setting will improve adult and pupil reading habits and demonstrate to youngsters that adults find reading an enjoyable, worthwhile activity. It is expected that the project will improve community cohesion and result in an increased parent interest and participation in school affairs.

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Number of pupils served:	650 public elementary school pupils
Amount and type of title II grant:	Special-purpose grant, $5,000 (books)
Evaluation:	Standardized reading tests; teacher judgment of improvement in pupil performance and change in attitude
Further information:	Mr. Ernest Stapleton, Associate Superintendent for Instruction, Albuquerque Public Schools, Albuquerque, N. Mex.

Title:	MESA ALTA JUNIOR HIGH SCHOOL, BLOOMFIELD MUNICIPAL SCHOOLS, DISTRICT NO. 6, BLOOMFIELD, N. MEX.
Objective:	To enrich educational opportunities for students with reading and language deficiencies
Project:	Following careful screening of pupils who will be involved in this project, students are placed in the Applied Learning Block instead of being returned to the typical classroom situation where they may continue to experience defeat. In the block situation, the student spends two periods with a teacher who works with mathematics, science, and English in an integrated fashion. Pupils are also scheduled for a developmental reading class where emphasis is given to oral language development as well as reading skills. Attention is given individually, with some small group activities. Grade placement is generally ignored and work initiated as nearly as possible at the student's personal need level. When students demonstrate sufficient growth, they are eligible for placement in the next class. Materials purchased for use in the special program free teachers from hours of work now devoted to preparing make-shift items. This time and energy can then be released for increased individual evaluation and assistance, program refinement, and so forth. Further, it is hoped that more widely varied materials will not only facilitate the effort to individualize instruction, but have greater impact in the area of motivation.
Number of pupils served:	95 public junior high school pupils
Amount and type of title II grant:	Special-purpose grant, $1,960
Evaluation:	Pretesting and posttesting; personal interviews; pupil and teacher checklists; analysis of classroom effort
Further information:	Mr. Dean R. Garrison, Counselor, Mesa Alta Junior High School, P.O. Box 488, Bloomfield, N. Mex. 87413; telephone 505-632-3000

Title:	PROJECT QUEST (QUALITY, UTILIZATION, ENRICHMENT FOR STUDENTS AND TEACHERS) MISSION JUNIOR HIGH SCHOOL, BELLEVUE JUNIOR HIGH SCHOOL, BELLEVUE, NEBR.
Objective:	To familiarize teachers and pupils with the use of media in teaching and learning

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Project: These junior high school media centers were selected as a demonstration project under title II, with expanded staff, facilities, and equipment provided through local effort. The grant provided for large quantities of new and exciting filmstrips, 8 mm. single-concept films, microfilm, records, tapes, books, periodicals, pamphlets, and pictures. Teachers, students, and media staff plan together for the use of materials for specific lessons or units. More liberal loan policies made audiovisual materials available to students as well as teachers. Pupils are found in the media center in their free time browsing to obtain information in which they are interested or are there as an integral part of the courses of study in which they are engaged. Interest in reading has improved markedly in this school since the project was funded.

Number of pupils served: 1,500 public junior high school pupils

Amount and type of title II grant: Special-purpose grant, $29,000 (books and other printed materials); $11,400 (audio-visual materials)

Evaluation: Collection of baseline data on use of media; survey of student and teacher attitude

Further information: Dr. Richard Triplett, Superintendent, Bellevue Public Schools, Box 458, Bellevue, Nebr.; Mr. Harold Terry, Principal, Mission Junior High School, Bellevue, Nebr. 68005

Title: DEVELOPMENTAL READING PROGRAM, INSTITUTE OF NOTRE DAME, BALTIMORE, MD.

Objective: To initiate a well-planned developmental program as a solution to the reading problem which exists with 10th-grade students

Project: The philosophy behind this project is that secondary school pupils with retarded reading achievement need more than motivation—they need work in basic reading skills. Students in this program will spend 45 minutes in a reading-social studies class. Every effort is expended to select topics relevant to teenage interests and locate materials accessible to the most limited reading vocabulary. Reading is taught as a part of social studies and use is made of reading matter in that field. Students read high-interest, low-vocabulary paperback books, newspapers, and magazines.

Number of pupils served: 25 private secondary school pupils

Amount from title II for materials to be loaned: Special-purpose project, $2,000

Evaluation: Use of media; classroom achievement; reading performance tests

Further information: Sister Louise Marie, Principal, Institute of Notre Dame, 901 Aisguith St., Baltimore, Md. 21202

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Title: READING PROJECT, ALEXANDRIA ELEMENTARY SCHOOL, ALEXANDRIA SCHOOL CORPORATION, ALEXANDRIA, IND.

Objectives: To (1) improve reading achievement; (2) widen interests of students by introducing them to new ideas and topics; and (3) introduce students to a great variety of reading material

Project: The blueprint for planning the reading program in this school is accurate diagnosis of each student's needs. Most of the work with students is, of necessity, done on an individual basis to reach each student at his level and help him to make as much progress in reading skills and achievement as possible. A wide and exciting variety of books and media are available, varied in reading level, content, skill approaches, and interests to meet the needs of both gifted pupils and those who have reading problems. A constant flow of books, audiovisual materials, magazines, newspapers, and word games from the school library to classrooms motivates reading by stimulating new interest and curiosity.

Number of pupils served: 712 public elementary school pupils

Amount and type of title II grant: Basic grant, $1,099

Other Federal program assistance: ESEA title I funds, $3,547, for salaries of librarian and aide

Evaluation: Analysis of achievement on reading scores; parental reaction; teacher judgment of improvement in study skills and listening ability; and increased use of materials

Further information: Mr. Thomas Thomas, Superintendent, Alexandria Community Schools Corporation, 115 E. Church, Alexandria, Ind. 46001

Title: MEDIA INCORPORATED, PICKENS COUNTY SCHOOLS, CARROLLTON, ALA.

Objective: To focus on the development of the reading skills needed for successful achievement in elementary and secondary school subjects.

Project: The media project in this school district is designed to support an instructional program planned to alleviate the educational problems of disadvantaged pupils. Activities planned include use of motivational devices, enrichment of classroom experience, use of multilevel materials to provide for individual needs, and use of reading materials that permit pupils to achieve a reasonable degree of success. Portable paperback libraries in classrooms will allow for exploration of individual interests in the teaching of individual skills and concepts. Satellite media centers in secondary schools will feature constant interchange of materials between schools and with the district media center. To accompany the provision of the new materials, staff development opportunities for classroom teachers will include experiences in the selection, utilization, and evaluation of media and in the production of simple-to-make audiovisual materials.

Number of pupils served: 5,706 public elementary and secondary school pupils

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Amount and type of title II grant:	Special-purpose grant, $12,000
Other Federal program assistance:	Integrated with remedial reading program funded under ESEA title I; NDEA title III matching funds, for materials and equipment; coordinated with comprehensive curriculum development program in human relations and communication funded under Emergency School Assistance Act
Further information:	Mrs. Ruth Holliman, Library Supervisor, Pickens County Schools, Carrollton, Ala.

Title:	BREAKTHROUGH FOR OVERCOMING LEARNING DIFFICULTIES (BOLD), MONTGOMERY COUNTY BOARD OF EDUCATION, MONTGOMERY, ALA.
Objectives:	To (1) encourage pupils with learning disabilities to reach their potential in reading and other areas of achievement and (2) provide staff development opportunities for their teachers
Project:	The focus of this project is to provide appropriate media for use with special education classes. The ultimate objective is to have educable mentally retarded pupils and their teachers increase the amount and quality of media used in the media center and in classrooms by making available a combination of commercially prepared and teacher-prepared instructional material. Learning resources have been carefully selected or are specifically constructed to assist in overcoming the educational lag of handicapped children. Plans call for opportunities for teachers to become thoroughly familiar with software related to the field of special education. It is hoped that when teachers are thoroughly familiar with the best in media in this field of specialization that the educational level of pupils can be raised.
Number of pupils served:	10,000 public elementary and secondary school pupils
Amount and type of title II grant:	Special-purpose grant, $15,000
Other Federal program assistance:	ESEA title I funds, for equipment, summer media personnel (technician and aide), summer media delivery service, and supervision services; NDEA title III matching funds, for equipment; and teacher-training program funded jointly under ESEA title I and the Emergency School Assistance Program
Further information:	Mrs. Evelyn McLeod, Montgomery County Board of Education, P.O. Box 1991, Montgomery, Ala. 36103; telephone 205-285-9613

Title:	I LIKE BOOKS, HAGERMAN ELEMENTARY SCHOOL, HAGERMAN MUNICIPAL SCHOOL, DISTRICT NO. 6, HAGERMAN, N. MEX.
Objective:	To stimulate interest in reading and improvement in reading skills

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Project: In an attempt to stimulate an interest in and enjoyment of reading, this project will focus on self-selection in relation to interests. Pupils in grades K-3 will use classroom collections of paperback books in graded categories to afford each child an opportunity to exercise his individuality in choosing his reading material. Individual pupil interests are taken into account by the classroom teachers and reading teachers as the books are selected. Parents are invited to visit book exhibits. Dissemination of information about the project will be handled by a local newspaper.

Number of pupils served: 140 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $420

Evaluation: Personalized plan of evaluation based on self-pacing and scores achieved on standardized reading tests

Further information: Mr. Gordon King, Drawer B, Hagerman Municipal School District, Hagerman, N. Mex. 88232; telephone 505-752-3552

Title: MODEL MEDIA CENTER, STONY LANE ELEMENTARY SCHOOL, NORTH KINGSTON, R. I.

Objective: To improve reading and study skills

Project: The center of the high-quality reading program in this school is an attractive, well-equipped media center supervised by an imaginative media specialist. This well-qualified specialist makes accessible all of the media resources for teachers, individual children, and groups, throughout the school day and after school. Between classrooms and media center, pupils are surrounded by things to read, to look at, and to listen to. Pupils are encouraged to borrow materials for home use. Besides books, the media center has a rich collection of records, films, filmstrips, tapes, transparencies, maps, pictures, globes, and other fascinating materials. Teachers draw upon the media specialist's help to stimulate interests, observe children's needs, and to provide the most suitable combinations of materials to meet the changing needs of each child as his skills and interests grow.

Number of pupils served: 150 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $3,750

Evaluation: Standardized tests; evaluation of media specialist and teaching interns

Further information: Mrs. Lois Smith, Supervisor, Media Centers, 99 Phillips St., Wickford, R.I. 02882

Title: INDIVIDUALIZATION OF READING, FREDERICK COUNTY BOARD OF EDUCATION, FREDERICK, MD.

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Objective: To encourage positive attitudes toward reading and increase proficiency in reading skills

Project: This reading project is concentrated in grades K-3. The services of well-trained reading specialists are available to classroom teachers for assistance in diagnosing reading problems and finding techniques for children who are not learning to read successfully. Reading activities are designed to provide broadened experiences, ability to evaluate ideas, and the application of criteria learned from reading to other media as well as training in the traditional reading skills of word recognition, vocabulary, and reading speed. Reading is taught as part of the total communications process of speaking, listening, reading and writing.

Number of pupils served: 5,200 public elementary school pupils

Amount and type of title II grant: Special-purpose grant, $10,000

Other Federal program assistance: Integrated with reading projects funded under ESEA title I and NDEA title III

Evaluation: Pretesting and posttesting scores evaluated by a testing and research specialist.

Further information: Mrs. Alice L. Robinson, Supervisor of Library Science, Frederick County Board of Education, 115 E. Church St., Frederick Md. 21701; telephone 301-662-9200

Title: MEDIA CENTER PROJECT, MARQUETTE ELEMENTARY SCHOOL, SOUTH BEND COMMUNITY SCHOOL CORPORATION, ST. JOSEPH COUNTY, SOUTH BEND, IND.

Objective: To (1) improve reading achievement and other communication skills; (2) stimulate pupil interest in learning and provide self-direction for independent study; (3) to extend pupil experience through use of media

Project: This project is intended to make teaching more effective through the use of instructional materials and the most up-to-date teaching techniques. It is planned to accomplish this by providing a varied collection of media and stimulating interest in, explaining the value of, and providing instruction in its use. The necessary teaching materials include reading materials ranging from that for gifted pupils to high-interest, low-vocabulary books for those with reading problems. The media center also provides a base and a resource to train pupils to handle increasing amounts of unscheduled class time that develops as a result of independent study programs.

Number of pupils served: 813 public elementary school pupils

Amount and type of title II grant: Basic grant, $1,813 (books and other printed materials); $187 (audiovisual materials)

Evaluation: Analysis of reading and other achievement scores; teacher observation of student interest and attitude

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Further information: Miss Lois Josephson, Coordinator, Library Services, South Bend Community School Corporation, 635 South Main St., South Bend, Ind. 46623

Title: RESOURCE CENTERS FOR READING AND STUDY, ALLIANCE CITY SCHOOLS, ALLIANCE, NEBR.

Objective: To encourage the use of media in all areas of the curriculum

Project: Five resource centers or supplementary media centers, structured on a subject basis and containing special collections of media in the fields of science, social studies, communications, mathematics, and vocational education, have been established in these secondary schools to encourage the use of media in teaching and learning. The centers will be staffed with aides who can assist students in their work. Because of the large Indian population in this area, the project emphasizes reading opportunities for Indian pupils. The resource collections are stocked with materials by and about American Indians and classes in Indian culture are being conducted.

Number of pupils served: 980 public secondary school pupils

Amount and type of title II grant: Special-purpose grant, $10,000 (books); $20,000 (audiovisual materials)

Evaluation: Informal observations of teachers and media staff

Further information: Mr. Martin Peterson, Superintendent, Alliance City Schools, 100 West 14th St., Alliance, Nebr. 69301 telephone 308-762-5475

Title: CONTINUOUS READING PROGRESS, ST. ANTHONY ON THE LAKE GRADE SCHOOL, PEWAUKEE, WIS.

Objectives: To (1) tailor a sequential series of reading experiences for each pupil which will yield a pattern of continuous progress; (2) expand recreational and study interests through use of media

Project: A pattern of individualized reading formerly used for the first two grades has been extended to the third grade. Audiovisual materials and equipment are used along with printed materials to individualize instruction. During any class period, while one group of youngsters read captions on filmstrips, another can be doing listening comprehension exercises on cassette tape recorders. The rest of the class may be reading library books, doing skills sheets, or engaged in other reading-language art activities. The teacher is free to move from pupil to pupil, checking work, giving help, assigning new tasks, and providing encouragement.

Number of pupils served: 144 private elementary school pupils

Amount from title II for materials to be loaned: Special-purpose grant, $4,000

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Evaluation: Teacher assessments; standardized reading tests

Further information: Sister Maria Lang, Principal, St. Anthony On The Lake Grade School, W280 N2101 Highway SS, Pewaukee, Wis. 53072; telephone 414-691-9911

Title: LANGUAGE ARTS PROGRAM, NORTHSIDE ELEMENTARY SCHOOL, TUSCUMBIA, ALA.

Objective: To implement a new language arts program for pupils in grades 3-6.

Project: Pupils follow daily assignments in language arts which are determined by their progress through the continuum. Pupils work independently and with each other. At their fingertips are filmstrips, books, tapes, records, and realia. Chances for meaningful classroom experiences are increased in this environment where materials and equipment are as easy to use and as common as pencil and pape and textbook. The attitude of teachers toward media is becoming more favorable as they discover some of the dividends—increased reading, greater voluntary discussion, and more questions.

Number of children served: 480 public elementary school pupils

Amount and type of title II grant: Basic grant, $810 (books and other printed materials); $2,190 (audiovisual materials)

Evaluation: Achievement of pupils as measured by standardized tests; student opinionnaires; judgments of visiting educators and lay public

Further information: Mrs. Oleta M. Beck, Principal, Northside Elementary School, 600 North High St., Tuscumbia, Ala. 35674

Title: IMPROVED REVIEW AND EVALUATION PROGRAM FOR NON-ENGLISH-SPEAKING PUPILS, MONTGOMERY COUNTY PUBLIC SCHOOLS, ROCKVILLE, MD.

Objective: To promote reading skills and ability to speak English of pupils from Spanish-speaking homes

Project: The problem of cross-cultural teaching is being attacked in this project by a systematic effort to identify and review materials of instruction suitable for pupils from Spanish-speaking homes. Materials selected for use are those which contain positive reference to the environment and culture with which these pupils are familiar. To reach these minority group children, the location and availability of these materials for classroom use will be accompanied by an effort to train teachers to work with cultures other than their own through lecture sessions, media presentations, and culture-sensitivity discussions. These staff development opportunities are intended to sensitize teachers' attitudes toward minority children and their cultures, and to demonstrate teaching strategies that make use of culturally relevant media.

Number of pupils served: 306 public elementary and secondary school pupils

Amount and type of title II grant: Special-purpose grant, $10,000

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Evaluation: Evaluation strategies to be developed by Research Department, Montgomery County Schools

Further information: Mrs. Nancy Walker, Director, Educational Media and Technology, Montgomery County Public Schools, 850 North Washington Street, Rockville, Md. 20850

Title: CALVARY LUTHERAN SCHOOL, SILVER SPRING, MD.

Objectives: To develop appreciation for literature, build enthusiasm for reading, and improve listening skills

Project: The language arts program in this school recognized that reading as well as the entire school program was tremendously affected by the poor listening habits of the pupils. Therefore, the project is directed toward the development of listening skill through fortified activities and instruction. The major motivational technique, a cassette library, includes tapes for use with many subject areas. Pupils are learning to listen more attentively because the tapes provide information not available in textbooks. The aim is to find areas of interest to capture the undivided interest of pupils and lead to further investigation of the subject. The indirect method of teaching stresses good listening habits and at the same time aids teachers to treat elementary school subjects with greater skill.

Number of pupils served: 180 private elementary school pupils

Amount from title II for materials to be loaned: Special-purpose project, $275

Evaluation: Subjective evaluation of changes in pupil behavior and attitudes toward books and reading.

Further information: Mr. Ellsworth W. Kierds, Principal, Calvary Lutheran School, 9545 Georgia Ave., Silver Spring, Md. 20910

Title: SENIOR HUMANITIES PROGRAM, MANZANO AND SANDIA HIGH SCHOOLS, ALBUQUERQUE PUBLIC SCHOOLS, ALBUQUERQUE, N. MEX.

Objective: To use an inquiry-seminar approach to the study of political, literary, and cultural developments in the 20th century in order to develop reading, writing, and analytical skills

Project: This program, designed for two secondary schools, uses four 9-week units on contemporary political, literary, and cultural topics, as a foundation and perspective for better understanding and evaluating of current issues. The intent of the program is to teach critical and analytical thinking, concentrating on that form of thinking which takes place when provocative reading, listening, and viewing materials are provided in a setting where stimulating discussions are encouraged. Hopefully, this technique will become the means for the student to become an inquirer, a discoverer, a seeker of knowledge.

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Number of pupils served:	130 public secondary school pupils
Amount and type of title II grant:	Special-purpose grant, $3,735 (books and other printed materials); $250 (audiovisual materials)
Evaluation:	Teacher evaluation of student progress in reading and study skills and ability to work with a group; student evaluation; and administrator-counselor evaluation
Further information:	Mr. James Murdoch, Manzano High School, 12200 Lomas Blvd., Albuquerque, N. Mex. 87112